Transforming Knowledge/Transforming Libraries
Research Grant Proposal
University of California, Irvine Libraries

Transforming Knowledge/Transforming Libraries (TKTL) is a three-year (July 1, 2017- June 30, 2020) $497,367 Community Anchors Research Grant that poses the following questions:

● Can libraries bridge the gap between ethnic studies theory and community archives practice?
● What are the outcomes of undergraduate students applying what they learn in ethnic studies combined with their lived experience in contributing to community archives?

UCI Libraries will partner with the UCI departments of Asian American Studies, Chicano/Latino Studies, and African American Studies, as well as stakeholders representing organizations throughout Orange County, California to connect library and information studies practice with the ethnic studies curriculum and provide undergraduates with first-hand experience in building and providing access to the digital cultural heritage of the under-documented. We seek to research how libraries might become essential partners in providing ethnic studies students with the tools and language to articulate, present, preserve, and disseminate community history. This research explores the ways in which foregrounding students' lived experience and presenting opportunities for learning skills in community archives can inform professional trajectory and, ultimately, the profession itself.

The UCI Libraries would like to embed library principles and practices into ethnic studies curricula in order to collect qualitative data to answer these research questions. More specifically, the UCI Libraries Research Team would like to collect: surveys from ethnic studies faculty and students from the UCI departments of Asian American Studies, Chicano/Latino Studies, and African American Studies, and under-documented communities who will participate in TKTL community archive events; meeting notes from quarterly TKTL advisory board meetings; and autoethnographic field notes from the Research Team and TKTL Summer Student Assistant program participants. The survey responses and field notes from students will be analyzed with text and data mining software.

We will expose an estimated 150 ethnic studies students per academic year to the preliminary concepts of librarianship, archives, and the Orange County documentation effort; recruit 30 promising students into paid summer positions; and build a digital portal comprised of historical materials and oral histories/interviews collected and described by students. The communities whose histories we wish to document will be engaged during community archives day events and in the public dissemination of an openly-accessible digital portal hosted by the California Digital Library (CDL) and harvested by the Digital Public Library of America.

This research explores two key interventions in the library/archives professions. The first intervention is to create and evaluate the impact of dialogue between community archives practice and ethnic studies theory and grassroots efforts to represent marginalized histories. The second is to explore the ways in which ethnic studies students can address the silences and historical erasures prevalent in the archival record by enlisting them as records creators.

This research project will be successful if it garners data which can be used to create strategies for partnering with ethnic studies units to address the under-representation of marginalized groups. Additionally, students may exit with a better understanding of library, information, public history, and/or archival studies; we will build and enhance a community-based digital portal and archival collections; and we will establish partnerships within the community that sustain beyond the period of the research project. Through this research, we hope to articulate how participatory, student-centered approaches in building community archives can transform engagement between ethnic studies and libraries.

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- How can libraries bridge the gap between ethnic studies theory and community archives practice?
- What are the outcomes of undergraduate students applying what they learn in ethnic studies combined with their lived experience in contributing to community archives?

1. Statement of Need

Our research aims to connect library and information studies practice with ethnic studies curricula and provide undergraduates with first-hand experience in building and providing access to the digital cultural heritage of under-documented people. We seek to research how libraries might become essential partners in providing ethnic studies students with the tools and language to articulate, present, preserve, and disseminate community history. This research explores the ways in which foregrounding students' lived experience and presenting opportunities for learning skills in community archives can inform professional trajectory and, ultimately, the profession itself.

For the purpose of this research, "ethnic studies theory" refers to social cultural theories related to race, ethnicity, identity, and relations of power taught in UCI's departments of Asian American Studies, Chicano/Latino Studies, and African American Studies. Ethnic studies courses offer students critical lenses through which they can understand the historical legacies of inequality in the United States and globally. "Under-documented communities" will refer to Asian American, Chicano/Latino, and African American communities in the Orange County region. "Community-based archives" will be defined as grassroots efforts by marginalized communities to document their own histories.

Transforming Knowledge/Transforming Libraries (TKTL) seeks to explore how libraries can fill the gap between calls for diversity and actually diversifying the profession through student-led action research. Diversity programs can be limited in that they focus on the "who" more than the "what" and this research explores how an ethnic studies-library partnership might be balanced so that students can make use of their own lived experience and networks to build, interpret, and preserve cultural heritage. Gulati (2010) addresses the issue of diversity in librarianship in the United States context and concludes that as the United States becomes increasingly diverse, it is essential to advance library services to underrepresented populations. This includes increasing cultural representation of minority groups from within the profession in order to better serve patrons of diverse backgrounds. The American Library Association and the Association of College & Research Libraries recognize the importance of diversifying the profession and have formulated recommendations for recruitment, retention, and advancement of a culturally diverse workforce. IMLS has also committed itself to diversity in the profession: a recent evaluation of the program recommends that the Laura Bush 21st Century Librarian Program should expand "to include more pre-professionals" in recruitment efforts (ICF, 2013). Yet, in practice the library and archives professions remain predominantly white (Inefuku, 2014). Why?

The profession has tended to answer calls for diversity programmatically and with an emphasis on graduate-level training and education. For example, the Association of Research Libraries/Society of American Archivists Mosaic Program focuses on recruitment through graduate-level scholarships and mentoring; the Association of College and Research Libraries Diversity Alliance and other similar programs emphasize recruitment of emerging professionals (postgraduate) from underrepresented groups, typically into short-term appointments. There have been several undergraduate and high school library internship programs funded by IMLS Laura Bush 21st Century Librarian program, but we found none were integrated into existing academic curricula and focused on students doing action research in their own communities. By making archives personal, archives and library work may become more attractive to students who would overlook a typical library diversity internship or scholarship.

The path to making archives personal may lie at the intersection of ethnic studies and community archives. As part of our research, we will ask students to reflect on their experience and consider ways that ethnic community histories are or are not represented in the archives, and how their archives projects and

ethnic studies training relate to this representation and their own career trajectories (see Project Design for further description of our field note prompts). This approach draws on theories of identity, agency, and cultural studies educational psychology which seek to unpack how individuals can become agents in the construction of their own identities (Penuel and Wertsch, 1995 and Holland et al., 1998). For example, Penuel and Wertsch (1995) suggest researchers study identity in local settings of activity where participants are actively engaged in forming their identities and examine the cultural and historical resources for identity formation. Similarly, Holland et al. (1998) have explored how individuals' narratives are a form that connect and create personal and cultural meaning. TKTL will study the impact of ethnic studies undergraduates participating in the creation of community archives through analysis of field notes that capture how their activities influence their perspective on their own identity and connections to the past. TKTL hypothesizes that in order to meet their full potential as community anchors, libraries should be active contributors to ethnic studies curricula by drawing a connection between ethnic studies and community archives. We have found no other study or project to date that has taken this approach.

Ethnic studies and community archives both aim to address the issue of communities that have been left out, removed or underrepresented in the historical record. Both areas empower individuals and communities by directly engaging them in critical analysis (in the case of ethnic studies) or the creation and distribution (in the case of community archives) of their own knowledge and information. Ethnic studies is the critical, interdisciplinary study of difference - namely race, ethnicity and identity - and relations of power inside and outside the United States. The field is particularly focused on the experiences, perspectives, and engagement of different populations with nation-building. In recent years, ethnic studies has gained attention both inside and outside the academy as a valuable opportunity for students to learn about their own or another culture's history in shaping the United States. Ethnic studies simultaneously has the potential to help build racial and cultural literacy, understanding, and empathy across differences. TKTL is in line with California's recognition of the benefits of ethnic studies curriculum. The state's recently signed Assembly Bill No. 2016 calls for the development of a model ethnic studies curriculum for high school students, declaring that "[e]thnic studies benefit pupils in observable ways including ...developing a sense of self-efficacy and personal empowerment" (AB-2016).

Community archives are increasingly gaining traction in the archival profession as a means to increase diversity in the historical record through engagement with communities to collect, preserve, and distribute their own knowledge and information (Bastian and Alexander, 2009). Community archives provide a platform outside of mainstream repositories for marginalized people to gain power over stories about their past. Indeed, archival studies have considered the impact of community archives on the archival profession and on the communities for and with whom they are established. In terms of the archival profession, community archives have inspired the reframing of archival practices of appraisal, description, and access in order to account for the involvement of communities in archival decision making (Shilton and Srinivasan, 2007; Caswell, 2012; Caswell, 2014b).

Research by Caswell and others examining the importance of self-representation (the ability to see oneself and others like you in mainstream media and archives) is particularly relevant to TKTL. Drawing on the concept of "symbolic annihilation," described as the ways in which members of marginalized communities are absent, underrepresented, or misrepresented in mainstream media and archives (Caswell, 2014a), Caswell developed a framework for exploring how community archives may foster a sense of "representational belonging" through these strategic areas of impact: ontological impact (in which members of marginalized communities get confirmation "I am here"); epistemological impact (in which members of marginalized communities get confirmation "we were here"); and social impact (in which members of marginalized communities get confirmation "we belong here") (Caswell, Cifor, & Ramirez, 2016). TKTL will engage with this framework of representational belonging as a measure for assessing data collected in the research study. Unlike other approaches like those of Banks' (1981) typology of stages of ethnic identity development and curriculum goals, Caswell's framework is particularly relevant to our research because it directly explores self-representation and archives. In this way, TKTL will directly answer Caswell's call for more research to see if her proposed framework can be generalized to assess the impact of community-based archives. TKTL will

deploy Caswell's framework in combination with ethnic studies, social science, and grounded theory approaches to evaluate our questions (these methodologies are summarized in the attached Description of Research Methodologies) through embedded, community-engaged research with communities of undergraduate students interested in, and in many cases born into, Asian American, Chicano/Latino, and African American communities.

This proposal builds upon successful collaborations between UCI Libraries and ethnic studies initiatives such as Viet Stories: the Vietnamese American Oral History Project, a born-digital collection of oral histories that is fully accessible through the UCI Libraries web portal; an ongoing Department of History undergraduate internship program; as well as existing instruction collaborations with Asian American Studies, African American Studies and Chicano/Latino Studies faculty and courses to document the ethnic diversity within the AAPI, African American and Chicano/Latino communities in Orange County, telling a fuller story of our national heritage (see see Projects and Products of Similar Nature and Curriculum Examples from UCI Ethnic Studies Departments in Supporting Documents). Additional supporters include the UCI Office of Inclusive Excellence and the Orange County Heritage Coordinating Council (a library/archives consortium). This proposal could be applied in other regions the United States where ethnic studies programs and libraries/library schools can be found (see National Impact section for specific suggestions). Curriculum materials from both the ethnic courses and the summer student assistant experience, field note prompts, and survey templates will be preserved and made available openly in the University of California's eScholarship repository for adaptation and use by other libraries and institutions across the country.

2. Project Design

Overview

This three-year (July 1, 2017 – June 30, 2020) Research Grant in the Community Anchors category seeks to address the following research questions:
- How can libraries bridge the gap between ethnic studies theory and community archives practice?
- What are the outcomes of undergraduate students applying what they learn in ethnic studies combined with their lived experience in contributing to community archives?

UCI Libraries will embed library principles and practices into ethnic studies curricula in order to collect both quantitative and qualitative data to answer these research questions (see Sample Workshop on Community Archives in Supporting Documents). More specifically, the UCI Libraries Research Team would like to collect: surveys from ethnic studies faculty and students from the UCI departments of Asian American Studies, Chicano/Latino Studies, and African American Studies, and under-documented communities who will participate in TKTL community archive events; meeting notes from quarterly TKTL advisory board meetings; and autoethnographic field notes from the Research Team and TKTL Summer Student Assistant program participants. While the survey data will allow for us to look for patterns and acquire useful demographic information from the participants, the field notes will provide "thick description" (i.e. they will capture not just the behavior of the participants but the context as well) which can be useful for qualitative analysis (Geertz, 1973). The field notes will be structured around experiential and affective prompts such as "Describe what you learned from the workshop" or "Write about materials you have acquired from the community and what they mean to you." Our analysis of the field notes will focus on ways in which participants make meaning out of their engagement with community archives. In this way, we deploy a form of interpretive anthropology which emphasizes "symbols, meanings, and mentality" over social structure or behavior (Marcus and Fischer, 1986).

The UCI departments of Asian American Studies, Chicano/Latino Studies, and African American Studies have agreed to participate in this research study (see Letters of Commitment in Supporting Documents). By choosing these three departments, this research will inform understanding of how the incorporation of library principles and practices into ethnic studies curricula varies across three different ethnic studies departments, a strength that speaks to the applicability of this research on a national scale. Undergraduate students enrolled in participating ethnic studies courses will participate in a workshop led by the Research Team, participate in a survey, collect oral histories and archival material as part of their coursework, and be recruited into a paid, competitive summer student assistant program. Summer assistants will work with digital materials to build an Orange County history portal while learning about the principles of archives, digital projects, and librarianship

from professionals in a weekly workshop. In addition, summer assistants will facilitate a community archive event. During the course of the summer experience, they will be reflecting on their activities through field notes, an essential part of the data to be analyzed. The full details of our yearly data collection plan are described below.

Year 1

In Year 1 (July 1, 2017 - June 30, 2018) the Research Team will begin to collect qualitative data in the form of entry and exit surveys, meeting, and field notes to answer the following question: How can libraries bridge the gap between ethnic studies theory and community archives practice? In preparation for data collection, UCI Libraries will recruit a Project Coordinator Librarian (see full position description in Service Expectations document) to coordinate the project; (as part of the Research Team) aid in the development of entrance and exit surveys for ethnic studies students and faculty; and develop functional specifications and user stories for California Digital Library's Calisphere digital collections portal.

The Research Team will provide a workshop to at least three different undergraduate ethnic studies classes (one class in each of the three partner ethnic studies departments - Chicano/Latino, Asian, and African American) during the academic year of Year 1 (September 2017 - June 2018). Unlike lectures, which have been criticized for their inability to result in students' retention of information over a significant amount of time (Finkel, 2000), workshops take a more cooperative approach to learning which is increasingly recognized as needed in higher education (Cooper et al., 2009; Millis, 2010). Millis (2010) has defined cooperative learning as "a highly structured form of group work that focuses on the problem solving that, when directed by an effective teacher, can lead to deep learning, critical thinking, and genuine paradigm shifts in students' thinking. TKTL in-class workshops will include activities such as small group analyses of oral histories and historical documents from community/family archives, group creation of an artifact inspired by student identities, and in-class student mini-presentations reflecting on the student experiences with the assigned activities. At the start of these workshops, the team will administer an in-class entrance survey (see Sample Workshop on Community Archives and Sample Surveys for Students in Supporting Documents) before speaking about community archives, primary sources, the nature of the TKTL project,the TKTL Summer Student Assistant opportunity, and group activities. This survey may provide insight into the baseline perceptions of undergraduates regarding such things as primary source material, community archives work, and the role of libraries in the university.

Throughout their course, as part of the existing ethnic studies curriculum, the undergraduate ethnic studies students will implement oral history and/or documentation research projects at a small scale (see Projects and Products of Similar Nature in Supporting Documents). For example, students may describe historical materials or transcribe oral histories (depending on the format and assignment, providing translation to English, adding geographic information, deploying closed captioning tools, providing descriptive context, etc.). At the end of each quarter, the Research Team will administer an in-class exit survey to students. This survey may capture any changes in student perceptions about community archives, primary sources, and libraries since the start of the course and the workshop from the Research Team. Following the recommendations of Fink (2003), the Research Team will develop pre-structured qualitative surveys in order to explore the experiences of participants in TKTL. Pre-structured surveys will allow us to define main topics and categories beforehand, such as prior experience with community archives and familiarity with librarianship in order to measure diversity of experience among our population (Jansen, 2010).

In addition to surveying the ethnic studies undergraduates, the Research Team will survey ethnic studies faculty in classes visited by the Team during the year. These surveys will capture faculty perceptions of how the in-class workshops might impact their anticipated curriculum and course outcomes, particularly compared to years prior to TKTL. During the year, the Research Team will record personal quarterly field notes and record Advisory Board meeting notes. Surveys, field notes, and meeting notes collected during the 2017/2018 school year will be used to inform the design of the first cohort of the Summer Student Assistant Program (Year 2) and data analysis planned for Years 2 and 3 (see below).

Year 2

In Year 2 (July 1, 2018 - June 30, 2019), in order to answer the question: "What are the outcomes of

undergraduate students applying what they learn in ethnic studies combined with their lived experience in contributing to community archives?" the Research Team will collect and analyze entrance and exit surveys, as well as field notes from a cohort of 15 undergraduate students participating in a paid, 10-week TKTL Summer Student Assistant Program, a dynamic training and educational experience that will expose students to multiple facets of community archives work and librarianship (see *TKTL Summer Student Assistant Program* section below). The goal of the entrance and exit surveys given to cohort members will be to evaluate their baseline knowledge and interests in graduate work in information studies, library science, archival studies, or related fields. Members of the cohort will be recruited in two ways: (1) from the ethnic studies courses that the Research Team provided a workshop for in Year 1 and Year 2 - these students will be given priority, and (2) undergraduate students from ethnic studies or similar fields recommended by the TKTL Advisory Board and campus partners such as the UCI Cross Cultural Center and Office of Inclusive Excellence. All prospective cohort students will need to fill out an application to capture their previous knowledge of and interest in ethnic studies, primary sources, and community archives prior to acceptance into the summer program.

During the 2018 summer program, cohort members will be required to keep weekly field notes on their experiences with each of the program activities. Field note prompts are described in the *TKTL Summer Student Assistant Program* section below. In Fall 2018 (Year 2), the Project Coordinator Librarian, with support from other members of the Research Team, will conduct an analysis of field notes from the Research Team and the first cohort of the TKTL Summer Student Assistant program using the text and data mining software NVivo. With such software, the Project Coordinator Librarian will create a series of codes using grounded theory approaches like constant comparative analysis and open coding to identify themes that may emerge among the notes (Strauss and Corbin, 1990). The field note analysis will emphasize the framework of representational belonging, including ontological, epistemological, and social impact (Caswell, Cifor & Ramirez, 2016). Specifically, we will look for terminology and key phrases that indicate affective impact such as "I felt," "my history," "my family," "I remember" as well as language about the training itself such as "I learned," "my career," and "work." Demographic and other categorical (not personally identifiable or FERPA protected) information will also be part of the data collection design. The themes that emerge from this analysis may provide insight into the outcomes of student engagement with library, archives, and digital projects training, comparison of potential patterns across ethnic studies, as well as affective responses to the experience of documenting themselves in the archives. This data (analyzed from September 2018 - January 2019) will also be used to help inform any modifications to the design of the TKTL Summer Student Assistant program for the second cohort.

In Year 2, the Research Team will provide workshops for at least three different undergraduate ethnic studies classes (one class in each of the three partner ethnic studies departments - Chicano/Latino, Asian, and African American) during the academic year (September 2018 - June 2019) and collect entrance and exit surveys from students and faculty. The Team will also continue to keep personal quarterly field notes and record Advisory Board meeting notes.

Year 3

In Year 3 (July 1, 2019 - June 30, 2020), a second cohort of 15 ethnic studies students will be selected for the paid, 10-week 2019 TKTL Summer Student Assistant program. These students will take part in similar activities as cohort 1, modified as needed based on the results of our initial data analysis. Summer Student Assistants will help organize a second community archives day during the program; community attendees will also be asked to complete a brief survey to incorporate their perspective participating in curating and contributing to their own histories. The Research Team will have the second cohort keep field notes and fill out an entrance survey at the beginning of the program as well as an exit survey evaluating the experience, takeaways, and the potential interest of the students to continue on to graduate work in information studies, library science, archival studies, or a related field.

The remainder of Year 3 (Fall 2019 - Spring 2020) will focus on data analysis, reporting, and programming and engagement with a wide community of scholars and practitioners. As required in the Performance Measures Statement for the Final Performance Report, we will collect performance measure data from key participants and community partners via a web-based survey form. As in Year 2, the Project

Coordinator Librarian and the Research Team will conduct an analysis of field notes from the Research Team and the cohorts of the TKTL Summer Student Assistant program using NVivo. The Research Team will also compile the results of faculty, student, and community surveys collected throughout the life cycle of TKTL project. Data analysis will emphasize the framework of representational belonging, including ontological, epistemological, and social impact (Caswell, Cifor & Ramirez, 2016). The results from the NVivo analysis and surveys will be reported in scholarly articles, which will be submitted to peer-reviewed journals in archival studies and ethnic studies. The topics of the articles will depend on our findings, however, and will relate to our two research questions: (1) How can libraries bridge the gap between ethnic studies theory and community archives practice? (2) What are the outcomes of undergraduate students applying what they learn in ethnic studies combined with their lived experience in contributing to community archives? The Research Team will also disseminate results at professional conferences held by such organizations as the Society of American Archivists, the Oral History Association, Critical Ethnic Studies Association, and the Association for Asian American Studies.

Also in Year 3 of the project, the Research Team, with assistance from the Advisory Board and community partners, will plan a day-long symposium focused on results from the research. Student assistants who have been part of the summer program, the Research Team, community archives experts, and ethnic studies scholars who employ community-engagement research will be invited to present at this symposium. The symposium will be live-streamed and recorded in the final months of Year 3. Potential attendees may include librarians and archivists, ethnic studies students and scholars, graduate students from library and information science programs, and members of the communities with whom the community archives were created. The symposium will have two main components: presentations addressing the communities impacted by the research study (i.e. ethnic studies students and communities whose histories have been collected) and those that address the methodologies for bridging ethnic studies and community archives.

TKTL Summer Student Assistant Program

Summer student assistants, with support from UCI Libraries staff, will collect and describe historical materials for inclusion in a central digital portal for Orange County history created in the California Digital Library's Calisphere digital collections portal. This work will be supported by a 9-month Programmer Analyst (appointed from September 2018 - May 2019) to develop California Digital Library's Calisphere digital collections portal in response to user design and digital display needs developed by the Project Coordinator Librarian, with an emphasis on complex records including multi-format oral histories. The Programmer Analyst, reporting to the Department of Digital Scholarship Services, will work collaboratively with staff from the California Digital Library to provide front end web development of the Calisphere interface, focusing on features that respond to the user experience needs for use of multi-format complex digital objects.

Every week student assistants will meet and learn from a different professional librarian, who will provide workshops on a variety of topics (archives management including community archives, cataloging/metadata, the ACRL Framework for Information Literacy in Higher Education, and digital projects management; see Sample Curriculum for UCI Libraries TKTL Summer Student Assistants). One session will also be led by faculty from the Department of Information Studies at UCLA.

Summer Student Assistants will help organize a community archives day during their internship, engaging with local libraries, archives, community leaders, and educators (including local high school teachers involved in the development of California high school ethnic studies curriculum) on the importance of preserving community heritage; community attendees will also be asked to complete a brief survey to incorporate their perspective participating in curating and contributing to their own histories. Like all the other surveys collected during the TKTL project, surveys will be collected without personally identifiable information. The summer student assistants will be given a short reading list to connect the theoretical stakes of their involvement with the practical lessons of the program (i.e. the dialogue between ethnic studies and community archives).

Summer cohort members will be required to keep weekly field notes on their experiences with each of the program activities. Field notes will help us document the path that TKTL summer student assistants see themselves potentially taking during the project, allow them to reflect on the ontological, epistemological, and

social impacts of their work, as well as their career trajectories. Students will be provided with field note prompts such as "Do you feel the records in UCI Libraries are representative of the community you were interested in or a part of? Why or why not?" and "How would you describe the Orange County community archives? Do you believe your community's history belongs in the archives?"

This research project will be successful if it garners data which can be used to create strategies for partnering with ethnic studies units to address the under-representation of marginalized groups. Additionally, students may exit with a better understanding of library, information, public history, and/or archival studies; we will build and enhance a community-based digital portal and archival collections; and we will establish long-standing partnerships within the community that sustain beyond the period of the research project.

Performance Outcomes and Risks

Our project's performance goal is to "strengthen museums and libraries as essential partners in addressing the needs of their communities." The project seeks to do this with research that explores two key interventions in the library/archives professions. The first intervention is to create and evaluate the impact of dialogue between community archives practice and ethnic studies theory and grassroots efforts to represent marginalized histories. The second is to explore the ways in which ethnic studies students can address the silences and historical erasures prevalent in the archival record by enlisting them as records creators. TKTL's research design will give undergraduate students the opportunity to record, transcribe, digitize, describe, and make accessible oral histories and community-based archives in an openly-accessible Orange County digital heritage portal hosted by the California Digital Library and harvested by the Digital Public Library of America. The Research Team hopes that the portal will highlight the rich experiences of a variety of ethnic communities in the region and sustained through standardized preservation and description performed by a team of students, faculty, librarians, archivists, and community members. TKTL's research design also has the potential to engage undergraduates who may be members of underrepresented groups with the standards, practices, and values of librarians and archivists, and perhaps encourage them to consider careers in these areas. The Research Team hopes that the project fosters a collaborative relationship between libraries and ethnic studies units as well as help create dialogue in order to build trust with communities that would like to see their histories represented in our physical and/or digital collections. We will consult with the students, as well as our Advisory Board, to assess whether participants believe these goals were met.

A potential risk to the project is a data-set that is not robust due to insufficient applicants to the summer programs. Our faculty partners have indicated the ethnic studies courses are frequently fully enrolled. Our internship program with the Department of History has also been a successful partnership and we have been in conversations and making plans to host similar programs with the ethnic studies departments. Given these existing relationships, we will work with the ethnic studies departments to strategize on best ways to recruit students into the summer program, including opening up spots for student applicants with previous ethnic studies coursework.

Research Team

Audra Eagle Yun will administer and serve as PI for this research project, with research coordinated by archivists Dr. Thuy Vo Dang and Dr. Krystal Tribbett. Dr. Vo Dang and Dr. Tribbett will help direct the work of the Project Coordinator Librarian, who will report to Audra Eagle Yun; the Librarian will supervise the student summer assistants. Project progress will be tracked by the Project Coordinator Librarian using the UC Confluence wiki system, in accordance with basic project management practices in consultation with UCI Libraries' Department of Information Technology.

Project Director Audra Eagle Yun is Head of Special Collections & Archives and University Archivist at UC Irvine, where she provides leadership and vision for a team of eight librarians and staff with collection strengths in University Archives, the Critical Theory Archive, the Southeast Asian Archive, and unique collections on Orange County regional history, performing arts, and rare books. Her research areas include archival technical services, community-based archives, and born-digital collections management. Audra earned a Master of Library and Information Science degree with a specialization in archival studies (emphasis: community archives and local history) from UCLA and a BA in Literature and Critical Theory as well as a certificate in Information Science & Information Studies from Duke University. Prior to joining UC Irvine, she

held positions as a digital project coordinator and processing archivist at Wake Forest University, local history librarian and archivist at the Forsyth County (NC) Public Library, and Junior Fellow in the Prints and Photographs Division of the Library of Congress. Audra was recognized as an Emerging Leader by the American Library Association in 2009 and was selected to join the 2013 cohort of the Archives Leadership Institute. She is a member of the Academy of Certified Archivists.

Dr. Thuy Vo Dang is the Archivist for the Southeast Asian Archive (SEAA) at UC Irvine where she develops collections on the Cambodian, Laotian, and Vietnamese diaspora through a participatory approach. The SEAA is a premier community-based archives for peoples displaced by war and missing in mainstream repositories. Thuy earned her Ph.D. in Ethnic Studies (Division of Social Sciences) from UC San Diego where she employed ethnographic fieldwork and oral history methodology in her research. She was the inaugural project director for Viet Stories: the Vietnamese American Oral History Project, a born-digital collection of oral histories made accessible by the UCI Libraries. With over 12 years of higher education teaching experience in ethnic studies, Thuy is committed to bringing her experience and training to bear in her work in the library and archives profession. Her role in the UCI Libraries includes subject instruction and reference service to diverse populations, engagement with community organizations and collaborations with faculty and students on innovative approaches to documenting marginalized histories. Thuy is the lead author for a visual history book called *Vietnamese in Orange County* (Arcadia Publishing, 2015) and co-author for an upcoming book, *A People's Guide to Orange County* (UC Press) which will provide critical insights into places that hold histories left off the mainstream map.

Dr. Krystal Tribbett is the Oral History and Documentation Projects Coordinator for the UC Irvine Libraries, originally appointed as the UCI 50th Anniversary Project Historian. Krystal has a B.A. in Geology and Earth Science from Vassar College and a M.A. as well as a Ph.D. in the History of Science - Science Studies from the University of California, San Diego, where she focused on the history of emissions trading policy development and environmental justice. At the core of her research was an interest in understanding public participation in knowledge and policy-making, especially by marginalized populations. Krystal's training in science studies included advanced study in both humanities and social science methodologies. She has served on a variety of research project teams including a National Science Foundation supported project on collaborative research, a World Bank Incentive Project, and a James S. McDonnell Foundation 21st Century Science Initiative project. She has also served as a consultant on a UC San Diego digital literacy curriculum development project and several oral history projects. She served as an oral history graduate student fellow at UCSD for their 50th anniversary history project, and as an oral history assistant for the IEEE Supercomputing Conference, Krystal has also worked as a lecturer and teaching assistant for a variety of courses at UCSD. Prior to her work at UCSD, Krystal served as a co-coordinator of multicultural recruitment at Vassar College.

Advisory Board

An Advisory Board will include experts representing the diversity of our region's marginalized communities, methodologies including information and archival studies, history, and ethnic studies, community organizing, and digital projects. These members will include department chairs from the UCI departments of Asian American Studies, Chicano/Latino Studies, and African American Studies (Dr. Judy Wu, Dr. Vicki Ruiz, and Dr. Bridget Cooks, respectively), who have committed to lead the ethnic studies curriculum component, integrating the Project Coordinator Librarian and Research Team into multiple courses taught by themselves and other faculty (see Letters of Commitment in Supporting Documents). The Advisory Board will also include Michelle Caswell, Co-Founder of the South Asian American Digital Archive and an Assistant Professor of Archival Studies in the department of information studies at UCLA whose work focuses on community-based archives and Cathy Schlund-Vials, Professor in the Department of English and Director of the Asian and Asian American Studies Institute in the College of Liberal Arts and Sciences at the University of Connecticut, as well as current President of the Association for Asian American Studies. Advisory Board member biographies are included in the Supporting Documents. UCI Libraries key staff will meet quarterly with the Advisory Board for their input and expertise on functional requirements for the digital portal, as well as regular update on the project's progress. The Advisory Board will be a sounding board for checking on our achievements and assessing when to change course, if necessary.

Proposed Budget

Our proposed budget is $497,367 and includes the following: $49,395 in Year 1, $53,885 in Year 2, and $42,625 in Year 3 for a 32-month Project Coordinator Librarian; $49,711 for a 9-month Programmer Analyst; $32,670 for 30 Summer Student Assistants; $6,000 for programming including the community workshops and a research symposium that will be live-streamed and recorded; $87,635 in fringe costs and $175,446 in indirect costs (at the UC rate of 54.50%).

3. Diversity Plan

Asian Americans, African Americans, and Latino Americans are underrepresented in the archives, museum and libraries profession. Moreover, the histories of these communities have largely been excluded, omitted, or overlooked by mainstream/institutional repositories. The lack of role models and pathways to librarianship in these communities has often been cited as a major barrier to the diversification of the profession (Gulati 2010). We will engage directly with an estimated 150 ethnic studies students per academic year to the preliminary concepts of librarianship, archives, and the Orange County documentation effort; recruit 30 promising students into paid summer positions; and build a digital portal for worldwide access to the ethnic heritage of our region. Ethnic studies students are interested in, and in many cases born into, Asian American, Chicano/Latino, and African American communities. The communities whose histories we wish to document will be engaged during the community archives day events and in the public dissemination of the web portal. Undergraduate students who are enrolled in Asian American Studies, African American Studies, and Chicano/Latino Studies coursework and then recruited into the summer program are part of the participatory, action-based plan to reframe the work of building diverse collections. Rather than having minority communities be merely the objects of collection development, we are implementing a strategy to have these groups represented in a participatory way, as creators of records and agents who help to disseminate these histories. This methodology has the potential to transform knowledge and transform libraries in fundamental ways.

The University of California, Irvine, is uniquely situated to undertake this research project. UCI is a federally designated Asian American Native American Pacific Islander Serving Institution (AANAPISI) as well a Hispanic-Serving Institution (HSI). In the fall of 2015, Asian American and Pacific Islander students constituted 37% and Hispanic students constituted 25% of the undergraduate student population. Despite the popular representation of Asian Americans as model minorities, 40% of AAPI students come from low-income families, 47% grew up in bilingual households, and 28% in non-English speaking households. Some ethnic minorities, particularly those from Southeast Asia, have even higher percentages of low-income background and bilingual/non-English speaking households. Over half of the undergraduate student population is comprised of first-generation college students. The broader Orange County demographics also reflect this racial, ethnic, and class diversity. The latest UC census revealed that of the approximately 926,524 foreign-born residents in Orange County, 46% were from Latin America and 44% were from Asia. Latino Americans account for 33.8% of the county's total population; Asian Americans 18.3% and the fastest growing. OC is home to a number of diverse Asian ethnic communities, including the largest Vietnamese American community in the country. UCI students represent the diversity of our community, but not of the library and archives professions.

In contrast, African Americans make up merely 2.1% of the Orange County population (2015 US Census) and approximately 2% of the UCI student population. Both the Department of African American Studies (initially formed as a program in 1993) and the Center for Black Cultures, Resources, and Research at UCI were founded in 2015 as a result of student and community demands. With lack of representation in both the community and collections, African American experiences become marginalized in ways that challenge our institution's mission to foster diversity and inclusiveness.

Additionally, surveys of librarians that ask why they entered the field regularly include a reference to a first experience as an employee in high school or as an undergraduate, especially as part of a financial aid package (Morgan, Farrar, & Owens, 2009, p. 204). Given the barrier for marginalized populations in terms of library careers, the creative and intellectual contributions they may make to diversifying the historical record has also been largely unrealized. Through Transforming Knowledge/Transforming Libraries, we will gather data on and assess the efficacy of this participatory approach for communities on the margin of libraries/archives.

4. National Impact

The UCI Libraries, through our partnership with Asian American Studies, African American Studies and Chicano/Latino Studies faculty will work closely with undergraduate UCI students to enhance their community-based research and oral history skills, teach them library preservation and archival skills, provide opportunities to share what they've learned in the community, and explore career options. The results of our research could potentially be used to create a replicable means for diversifying the library profession elsewhere and in other research projects.

Ethnic studies courses across many institutions include community history research methodologies, but this research project incorporates library and archives standards and best practices into ethnic studies syllabi from the outset. We will work with ethnic studies instructors to integrate community documentation assignments into existing or new courses. This integration of community-based archives assignments will introduce students to possible future careers in libraries and archives. This transformation of practice can be sustainable for libraries as Community Anchors. In creating dialogue between ethnic studies and community archives work, this research has the potential to build skills and knowledge of future library professionals to "support the role of libraries as community anchors that facilitate lifelong learning; enhance civic and cultural engagement; and support economic vitality, through programming and services." The results from this research could be shared with many communities and could potentially be reproduced in similar higher education institutions that have ethnic studies programs and libraries/library schools nearby, such as the UCLA, UC San Diego, University of North Carolina at Chapel Hill or Greensboro, University of Texas at Austin, the University of Connecticut and Simmons College, the Chicago-based Black Metropolis Research Consortium and Northwestern University, or the University of Maryland's Department of American Studies program and iSchool (see Letters of Support in Supporting Documents illustrating national potential).

The recorded and live-streamed research symposium may serve as a means for not only sharing new knowledge, but as an opportunity for ethnic studies scholars and librarians to interact and network with each each other. The dissemination of research findings at professional conferences and in published research articles (i.e. Society of American Archivists, the Oral History Association, Critical Ethnic Studies Association and the Association for Asian American Studies) are other ways this research can have national impact. Curriculum materials from both the ethnic courses and the summer student assistant experience, field note prompts, and survey templates will be preserved and made openly available in the University of California's eScholarship repository for adaptation and use by other libraries and institutions across the country.

As required in the Performance Measures Statement for the Final Performance Report, we will collect performance measure data from key participants and community partners via a web-based survey form. In addition, we will collect qualitative data from entrance and exit surveys completed by students attending the ethnic studies classes, faculty partners, and summer student assistants, as well as field notes from the Research Team and summer student assistants. The survey responses and notes from students will be analyzed with text and data mining software NVivo. With the software, the Project Coordinator Librarian will create a series of codes using grounded theory approaches like constant comparative analysis and open coding to identify themes that may emerge among the notes (Strauss and Corbin, 1990). The field note analysis will emphasize the framework of representational belonging, including ontological, epistemological, and social impact (Caswell, Cifor & Ramirez, 2016). Demographic and other quantitative (not personally identifiable or FERPA protected) information will also be part of the data collection design.

The themes that emerge from this analysis may provide insight into the outcomes of student engagement with library, archives, and digital projects training, comparison of potential patterns across ethnic studies, as well as affective responses to the experience of documenting themselves in the archives. We will look for patterns or divergences in the personal, social, and cultural observations of community archives work by all those involved, perhaps even between different self-identified members of marginalized communities. Through this research, we hope to articulate how participatory, student-centered approaches in building community archives can transform engagement between ethnic studies and libraries.

Schedule of Completion
Audra Eagle Yun
December 29, 2016

YEAR 1 (July 1, 2017 - June 30, 2018)

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Design summer cohort program	█	█	█	█	█	█	█	█	█			
Project Coordinator Librarian appointment		█	█	█	█	█	█	█	█	█	█	█
Instruction activities and entrance surveys				█			█			█		
Advisory Board meetings						█			█			█
Collect Research Team field notes and exit surveys						█			█			█
Hire 1st cohort of TKTL Summer Student Assistants										█		
Develop specifications/user stories for digital portal						█	█	█	█	█	█	

YEAR 2 (July 1, 2018 - June 30, 2019)

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Project Coordinator Librarian appointment	■	■	■	■	■	■	■	■	■	■	■	■
TKTL Summer Student Assistant Cohort 1	■	■										
Collect, analyze qualitative data from Cohort 1			■	■	■	■						
Programmer Analyst appointment (Calisphere dev)			■	■	■	■	■	■	■	■	■	
Instruction activities and entrance surveys				■			■			■		
Advisory Board meetings			■			■			■			■
Collect Research Team field notes and exit surveys						■			■			■
Hire 2nd cohort of TKTL Summer Student Assistants										■		

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Project Coordinator Librarian appointment	■	■	■	■	■	■	■	■	■	■		
TKTL Summer Student Assistant Cohort 2	■											
Plan and implement research symposium		■	■	■	■	■	■	■	■	■		
Analyze qualitative data from Cohort 2			■	■	■	■						
Advisory Board meetings			■			■			■			■
Compile and analyze all data			■	■	■	■	■					
Disseminate findings via conferences, writing, media								■	■	■	■	■
Archive and disseminate data and curricula											■	■
Performance measures and final report											■	■

DIGITAL PRODUCT FORM

Introduction
The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

Instructions
You must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

PART I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New Digital Content, Resources, or Assets

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and format you will use.

A.2 List the equipment, software, and supplies that you will use to create the content, resources, or assets, or the name of the service provider that will perform the work.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

C. Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

C.2 Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

D. Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content).

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

Part III. Projects Developing Software

A. General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

A.2 List other existing software that wholly or partially performs the same functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

B. Technical Information

B.1 List the programming languages, platforms, software, or other applications you will use to create your software and explain why you chose them.

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

B.5 Provide the name(s) and URL(s) for examples of any previous software your organization has created.

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

C.3 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

A.1 Identify the type of data you plan to collect or generate, and the purpose or intended use to which you expect it to be put. Describe the method(s) you will use and the approximate dates or intervals at which you will collect or generate it.

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

A.3 Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

A.8 Identify where you will deposit the dataset(s):

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?